

Mentorship Proposal for the Primary Level Evaluation System

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Document Development:

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Regulation (KRS2: 150) states that:

A developmental evaluator shall be approved by the cabinet by:

1. Meeting minimum highest entry-level requirements for one (1) of the professionals delineated in this administrative regulation;
2. Having a bachelor's degree in a related field;
3. Having two (2) years experience working directly with young children birth through two (2) years of age, including children with disabilities or atypical development; and
4. Having had one (1) year of experience in using standardized instruments and procedures to evaluate infants and toddlers birth through two (2) years of age, completed as part of formal training or in supervised practice, **or completing a mentorship during the first year of providing services in First Steps as approved by the cabinet.**

Furthermore, the current regulation (KRS 2: 100) "mentorship means a limited period on one (1) year indirect supervision."

This proposal outlines an alternative mentorship structure for Primary Level Evaluators that would allow the mentored to complete their mentorship in a shorter period of time. This mentorship program would be required only for those individuals who do not meet the requirements for a PLE as outlined above.

What is mentorship?

Mentorship provides a 7 month structured experience used to support movement of persons into the First Steps system as Primary Level Evaluators (PLE). It is a competency based system that requires the mentored to work with a mentor to develop an action contract to address the educational and experiential needs of the mentored. Successful completion of the action contract can be documented using direct supervision (would involve completion of rating scales, formal and informal observations) and family feedback. Other methods may also be identified

by the contract developers. In some cases the requirement of university/college coursework and other experiences may be required of some professional disciplines or to compensate for a weakness on the part of a mentored. Direct supervision feedback can take many forms (e.g., face-to-face contact/meetings, reports, video conferencing, phone and electronic communications). Additionally, the participants may be asked to provide video/digital tapes of experiences and complete teleconference demonstrations of abilities. Supervisors may elect to use other methods as well. Plans developed with and for the mentored must be approved by the Child Evaluation Coordinator and/or the Evaluation Advisory Committee prior to implementation. The mentored can be excluded from the system without prior notice at anytime, at the discretion of the supervisor, Child Evaluation Coordinator or the Evaluation Advisory committee, if it appears that successful completion is not possible.

System of Mentorship for PLE structure:

To enter into the mentorship system there are specific requirements:

1. The person is eligible to be a PLE and only needs to complete a mentorship.
 - a. At least a Bachelor's degree in a related field.
 - b. Two years experience with children birth to three.
2. At least one course in test/assessment administration (that includes: direct child testing, generation of standardized test scores and report development as a part of the experience).
3. Proof of basic knowledge of standardized test methods and administration, mathematics and basic statistics.
4. Must meet the minimum qualifications for child evaluation as defined by mentored professional affiliation or discipline.
5. Must meet the minimum qualifications for the instruments that will be used for evaluation.
6. Must agree to abide by the regulations and policies developed for the mentorship system.
7. Must complete the experience and demonstrate an adequate level of competency as defined through the mentorship system within one year of initiation of the process.
8. Must be willing to share experiences (e.g. face to face, verbal, video, teleconference, etc.) as a training tool and to enhance the educational experiences of others.
9. A provider in a mentorship system can not bill for child evaluation until they are an approved PLE provider.

**Mentors to be reviewed and approved by the system:
Committee suggests that applications be reviewed by the Child
Evaluation Coordinator or the Advisory Committee. System will
maintain a list of possible mentors on the Prep net website.**

1. Documented experience in testing typical and atypical children (with a variety of conditions and syndromes) – Committee recommends 5 years of experience.
 - i. Within the 5 years of experience at least three years of experience in testing birth to three.
2. Qualified to be a PLE in the First Steps system.
3. The mentor's degree level requirements will be determined by the professional entry-level of their discipline as well as the requirements of the instruments included in the action contract. The mentor must be qualified to administer the instruments that need supervision through the mentorship plan.
4. Must have access to a group of children to be tested with some testing taking place in the home and community environment.
5. Mentors can bill for child evaluations completed with the mentored only when there is face to face communication with the family and the mentored.*
6. Mentors can bill for supervision of mentored. ** All parties must agree upon fees as a part of the action contract development and only on an a-prior basis. ***
7. Where changes of the contract are required, all parties must agree to the suggested changes in the agreement and the agreement must be re-submitted to the Advisory Committee or Child Evaluation Coordinator for approval.

*It is recommended that 1-2 slots be supported at the discretion of the Child Evaluation Coordinator at no or a very limited cost (travel, supplies, etc.) to the mentored. These slots would be used to support areas (within a specified geographical area) where there is a high demand for PLE position and where an already qualified PLE could not be recruited.

** Recommended rate \$100-120 hour for face-to-face supervision or a package rate (approximate mentorship rate would be comparable to taking 12 hours credit of graduate studies).

*** It is recommended that the state support 2-3 scholarships per year for high need areas of the state as defined by the current areas of need list published on the First Steps website. This would have a two fold purpose: 1) to ensure equal access to mentorship opportunities throughout the state and 2) to support the development of an ongoing pool of mentors willing to help to train persons entering the field.